**Lesson Plan -** **US History**

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| **Course: US History** | **Unit 1 – Civil War and Reconstruction** | **Instructor: McDonald** |

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| **Objective:** Students will be reintroduced to the origins of American society and its relationship to modern society | **Date(s):** | |
| **Standard/Benchmark:** [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.2](http://connected.mcgraw-hill.com/ssh/AF2FEA9A-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.1.2](http://connected.mcgraw-hill.com/ssh/AF53D4E6-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.2](http://connected.mcgraw-hill.com/ssh/AF5A8DFE-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.3](http://connected.mcgraw-hill.com/ssh/AF5AF8CA-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.H.3.1](http://connected.mcgraw-hill.com/ssh/AFA60162-CCB8-11DD-A7C8-69619DFF4B22) Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:** How did the Civil War and Reconstruction help shape our modern society? | | |
| **Instructional Focus (FCIM):**  Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** Bill of Rights, Articles of Confederation, Shays Rebellion, Lee, Grant, Gettysburg, Vicksburg, Reconstruction, Secession, Emancipation Proclamation, Reconstruction | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

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| **Warm-up/Opening:**  Quick write activity: Do you have any last questions before the test? Teacher will circulate as students decide if they need help on a particular issue. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SRE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will answer any questions students have about the upcoming exam and then give students time to review their notes and work together to study for the test. This time will also be used to verify any information students have about areas of concern. | **Time**  **20** |
| **Student Work Period:**  Students will take the Unit 1 exam – option to be provided to take exam with partner/group. Test will include multiple choice/ primary source analysis and short response questions. Students will work independently. Teacher will rotate around the room to make sure students are on task and focused on their work. If class finishes early there will be a discussion about the exam and current events. Topics may include Politics/The Economy. | **Time**  **45** | **Scripted Higher Order Questions**   * ***What were the advantages and disadvantages for the North and the South at the start of the war?*** * ***When did the war change from a battle over preserving the Union to a war to end slavery? What caused this change?*** | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** Unit packet with identifications and higher order questions | **Time**  **10** | **Reflection on Lesson** | |

**See Attached for information below**

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| **Data Utilized to Identify Students for Differentiated Instruction:**  **Formative and summative data from class test, state tests and individual observation.**  **Marzano’s 9 High-Yield Strategies**   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  .    To be determined | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s):  To be determined | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s):  To be determined |